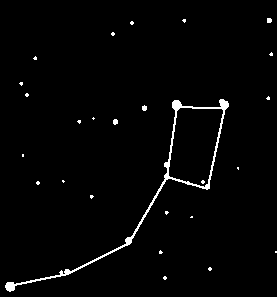
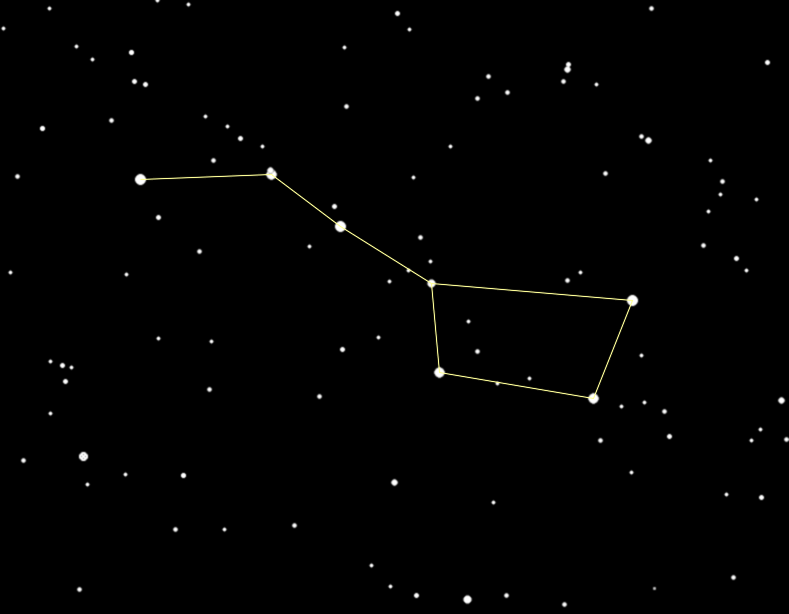
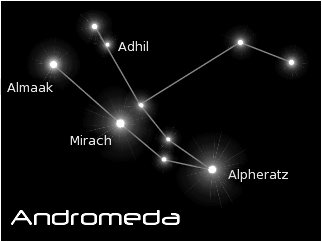
Courtney Iversen  
8th grade math  
July 12, 2010  
  
Materials:  
Computer Lab  
constellation instructions  
Graph Paper  
Foam Rectangles  
Markers  
  
Objective: Students will be able to define the terms pertaining to the Cartesian plane. Students wil be able to cnduct a 1 minute presentation of a particulr vocabulary word including meaning and how it pertains to the coordinate plane. Students will be able to draw a coordinate plane on a sheet of graph paper.  
  
Instructional Sequence:   
1. Attendance (1 min during research)  
2. class will go to the computer lab where, in groups of 2, students will research a vocabulary term that pertains to the Cartesian plane (some groups may need to define 2): coordinate plane, Cartesian plane, x-axis, y-axis, origin, scale, quadrant  
3. Students will compose a 1 minute presentation on their term including the definition, relevance and relation to the other terms.   
ALLOW 15 minutes for log on, research, and log off)  
4. students will present their brief presentations to the class  
ALLOW 10 minutes (including questions)  
5. Students will create a drawing of their own coordinate plane and label the different parts appropriately  
ALLOW 5 minutes  
6. instructor will distribute foam rectangles and constellation instructions.  
7. students will draw their constellation on the rectangle with markers (example below) for use tomorrow  
ALLOW 5 minutes  
8. Tomorrow’s Homework: Students will research about the origins/mythology of their constellations and research the definitions of the terms plotting and point. Tomorrow they will have to present the history of their constellation.  
  
Assessment: Students will be assessed on their ability to research and the definitions of different terms and their relationship to each other’s. Students will be assessed on their ability to create a 1 minute presentation on their term. Students will be assessed on their ability to create a coordinate plane that is properly labeled.

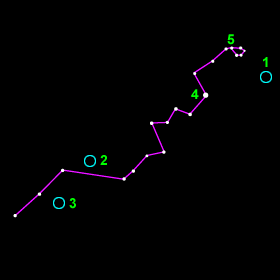
Ursa Minor (Little Bear): Courtney Iversen  
8th grade math  
July 12, 2010  
  
Materials:  
Computer Lab  
constellation instructions  
Graph Paper  
Foam Rectangles  
Markers  
  
Objective: Students will be able to define the terms pertaining to the Cartesian plane. Students wil be able to cnduct a 1 minute presentation of a particulr vocabulary word including meaning and how it pertains to the coordinate plane. Students will be able to draw a coordinate plane on a sheet of graph paper.  
  
Instructional Sequence:   
1. Attendance (1 min during research)  
2. class will go to the computer lab where, in groups of 2, students will research a vocabulary term that pertains to the Cartesian plane (some groups may need to define 2): coordinate plane, Cartesian plane, x-axis, y-axis, origin, scale, quadrant  
3. Students will compose a 1 minute presentation on their term including the definition, relevance and relation to the other terms.   
ALLOW 15 minutes for log on, research, and log off)  
4. students will present their brief presentations to the class  
ALLOW 10 minutes (including questions)  
5. Students will create a drawing of their own coordinate plane and label the different parts appropriately  
ALLOW 5 minutes  
6. instructor will distribute foam rectangles and constellation instructions.  
7. students will draw their constellation on the rectangle with markers (example below) for use tomorrow  
ALLOW 5 minutes  
8. Tomorrow’s Homework: Students will research about the origins/mythology of their constellations and research the definitions of the terms plotting and point. Tomorrow they will have to present the history of their constellation.  
  
Assessment: Students will be assessed on their ability to research and the definitions of different terms and their relationship to each other’s. Students will be assessed on their ability to create a 1 minute presentation on their term. Students will be assessed on their ability to create a coordinate plane that is properly labeled.   
  
Ursa Minor (Little Bear): 

Ursa Major (Big Bear): 

Andromeda: 

Orion: 

Aquarius: 

Hydra: 

Pieces: 

Gemini: 

Cassiopea: [](http://www.astro.washington.edu/larson/Astro101/LecturesFraknoi/graphics/cassiopeia.jpg)

Courtney Iversen

8th grade math

July 13, 2010

Materials :

transparent coordinate planes

foam rect's with constellations

Objective: students will be able to plot the points used in their constellations. Students will be able to plot points from other students constellations.

Instructional sequence:

1. attendance
2. students will share their definitions of the terms they looked up for homework last night
3. students will write the history/ info about their constellation on the back of their foam rectangle

allow 3 minutes

1. students will be handed the transparency of the coordinate plane
2. students will use whiteboard markers to plot the points
   1. (-4, 6)
   2. (1, 6)
   3. (-7, -2)
   4. (7, -5)
   5. what do we observe
      1. they're all in different quadrants, the coordinates are pos/neg

allow 10 minutes

1. students will place their transparency over their constellation and mark where their points are, they will then write the coordinates of tehe stars on the back along with the info about their constellation. this will be so that other students may check their work when plotting.

allow 7 minutes

1. students will then rotate to other students constellations and plot their points, writing down the name of the constellation and coordinates of the stars, after they've finished they will check their answers on the back of the rectangle

allow 20 minutes

1. homework is to create a connect-the-dots puzzle of their initials (ex: C R I)
   1. they will determine the points
   2. which quadrant they are in

Assessment: Students will be assessed on their ability to find the coordinates of their constellations. Students will be assessed on their ability to find the coordinates of other students' constellations.

Courtney Iversen

8th Grade Math

July 14, 2010

Materials:

BattleGraph powerpoint

graph paper

See Powerpoint for Objectives and Instructional Sequence.

Students will trade their connect the dots puzzles (just the coordinates) and other students will have to figure out who's is who's when they plot the points.

Assessment: Students will be assessed on their ability to play BattleGraph properly and with the proper coordinates.

Courtney Iversen

8th Grade Math

July 15, 2010

Materials:

<http://www.classbrain.com/artgames/publish/billy_bug_math_coordinates_game.shtml>

graph paper

computer lab

**Objectives**: Students will be able to play the bug game properly as a class. Students will be able to plot the points given to them to create a shape. Students will be able to identify whose coordinate puzzle they had for homework last night by plotting the points properly.

**Instructional Sequence**:

1. attendance
2. students will share with the teacher which their favorite constellation was, or which one they found the most interesting
3. students will reveal who's puzzle they had for homework last night

allow 5 minutes

1. students will do a connect-the-dots puzzle created by the teacher together on the smartboard (points: (0,4); (3,2); (-3,2); (1, 1); (-1, 1); (-3,-2); (3, -2); (-1,-1); (1,-1)
   1. plot all the points, connect them going clockwise (makes a star)

allow 15 minutes

1. students will break into teams and review the terminology they learned this week
2. students will play the bug game alternating between the two teams for each opportunity to score. they will instruct the teacher to move up/ down/ left or right and tell her when to press the GO button.
   1. each student on the team will get the opportunity to tell the teacher individually what motions to do (player 1: move 2 left, and 7 up…FEED)
   2. best of 3 rounds

allow 20 minutes

1. teams will keep their own scores and the one with the most correct answers wins

**Assessment**: Students will be assessed on their ability to connect the dots and create the shape intended by the teacher. Students will be able to identify their classmate's puzzles by plotting the given points accordingly and finding their initials. Students will be able to actively participate in the bug game and tally their own points.